



6<sup>th</sup> Grade Week 6 Packet

May 4<sup>th</sup>-May 8<sup>th</sup>, 2020

Parent/Student Work Directions: **ELA**

Paquete de la Semana 6 de Sexto Grado

4 de Mayo - 8 de Mayo

Instrucciones de Trabajo para Padres/Estudiantes: **ELA**





**Parent/Student Directions - Instrucciones para padres / estudiantes**

**Reading/Writing: May 4<sup>th</sup>-May 8<sup>th</sup>, 2020**

**Monday/Lunes:**

- Today you will read a passage and then answer questions about it.
  - A good test taking strategy is to read the questions BEFORE you read the passage.
  - Read questions 1-7 on pages 184-185. Make sure to read the answer choices as well.
  - Go back to pages 183-184 and read the passage “A View from the Top.”
  - After reading the passage, answer questions 1-7 on pages 184-185. Use the passage to help you answer the questions.
- Hoy leerás un pasaje y luego responderás preguntas al respecto.
  - Una buena estrategia para tomar exámenes es leer las preguntas ANTES de leer el pasaje.
  - Lea las preguntas 1-7 en las páginas 184-185. Asegúrese de leer las opciones de respuesta también.
  - Regrese a las páginas 183-184 y lea el pasaje “Una vista desde arriba.”
  - Después de leer el pasaje, responda las preguntas 1-7 en las páginas 184-185. Usa el pasaje para ayudarte a responder las preguntas.

**Tuesday/Martes:**

- Today you will read two passages and then answer questions about them.
  - A good test taking strategy is to read the questions BEFORE you read the passage.
  - Read questions 8-13 on pages 187-188. Make sure to read the answer choices as well.
  - Go back to pages 186-187 and read the passage “Try New Things.”
  - After reading the passages, answer questions 8-13 on pages 187-188. Use the passages to help you answer the questions.
- Hoy leerá dos pasajes y luego responderá preguntas sobre ellos.
  - Una buena estrategia para tomar exámenes es leer las preguntas ANTES de leer el pasaje.
  - Lea las preguntas 8-13 en las páginas 187-188. Asegúrese de leer las opciones de respuesta también.
  - Regrese a las páginas 186-187 y lea el pasaje “Probar cosas nuevas.”
  - Después de leer los pasajes, responda las preguntas 8-13 en las páginas 187-188. Usa los pasajes para ayudarte a responder las preguntas.

**Wednesday/Miércoles:**

- Today you will read a passage and then answer questions about it.
  - A good test taking strategy is to read the questions BEFORE you read the passage.
  - Read questions 14-19 on pages 190-191. Make sure to read the answer choices as well.
  - Go back to page 189 and read the passage “First Flight.”
  - After reading the passage, answer questions 14-19 on pages 190-191. Use the passage to help you answer the questions.
- Hoy leerás un pasaje y luego responderás preguntas al respecto.
  - Una buena estrategia para tomar exámenes es leer las preguntas ANTES de leer el pasaje.
  - Lea las preguntas 31-35 en las páginas 181-182. Asegúrese de leer las opciones de respuesta también.
  - Regrese a las página 179-180 y lea el pasaje “Primer vuelo.”
  - Después de leer el pasaje, responda las preguntas 31-35 en las páginas 181-182. Usa el pasaje para ayudarte a responder las preguntas.

### Thursday/Jueves:

- This is a catch-up day.
- Students can use the day complete any unfinished assignments and get any questions answered they may have by their teacher.
- You can ask me questions through phone, email or Dojo.

### ENRICHMENT ONLY:

- Here are some optional things you can do today if you have nothing to catch-up on:
  - Lexia (use the Tech Savvy website to get there)
  - Audible: stories.audible.com has free audio books for listening! Just search up the title you want to hear 😊
  - Read your own book for 20+ minutes!

- Este es un día de recuperación.
- Los estudiantes pueden usar el día para completar cualquier tarea no terminada y recibir las preguntas que su maestro pueda responder.
- Puede hacerme preguntas por teléfono, correo electrónico o Dojo.

### ENRIQUECIMIENTO SOLO:

- Aquí hay algunas cosas opcionales que puede hacer hoy si no tiene nada con lo que ponerse al día:
  - Lexia (use el sitio web Tech Savvy para llegar allí)
  - Audible: stories.audible.com tiene audiolibros gratuitos para escuchar. Simplemente busque el título que desea escuchar 😊
  - ¡Lee tu propio libro por más de 20 minutos!

### Friday/Viernes:

- Today's lesson will focus on Punctuating Dialogue. Using the ATI Galileo pages, read through the Punctuating Dialogue slides and answer the questions after each slide.
  - The beginning of each slide will help you with the questions.
  - Complete the Punctuating Dialogue Test questions after going through the slides.
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- La lección de hoy se centrará en el diálogo de puntuación. Usando las páginas de ATI Galileo, lea las diapositivas del Diálogo de puntuación y responda las preguntas después de cada diapositiva.
  - El comienzo de cada diapositiva lo ayudará con las preguntas.
  - Complete las preguntas de la Prueba de diálogo de puntuación después de pasar por las diapositivas.

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## Revising and Editing

Read the introduction and the passage “A View from the Top” before answering Numbers 1 through 7.

*Maria wrote this passage after visiting the Statue of Liberty. Read her passage and think about the changes she should make.*



### A View from the Top

(1) Standing 305 feet tall in New York Harbor, the Statue of Liberty is a majestic symbol of the United States. (2) Maybe you have seen pictures of the statue wearing a spiked crown and holding a torch. (3) During a Fourth of July celebration, I was honored to be one of 240 people who went inside the statue’s crown. (4) We also visited an art museum that day.

(5) At ground level, ten people at a time entered into the base of the statue’s pedestal. (6) Here I got to see the statue’s original torch. (7) I got to photograph it. (8) The torch had been replaced long ago and then put on display. (9) Much taller than a person, the torch’s enormity was absolutely shocking?

(10) Instead of taking an elevator to reach the top. (11) We had to climb 354 steps. (12) A spiral staircase of metal makes up the last 146 stairs. (13) Many of the steps are so narrow that the heel of my foot hung off the back, so I held tightly to the rail as a precaution. (14) It was a very much tiring climb.

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## Revising and Editing

(15) Once inside the crown, I was surprised at how small the space actually was. (16) Even though there were only ten people in the room, we had to stand side-by-side. (17) However, once I looked out one of the 25 windows, I quickly forgot the cramped space. (18) The breathtaking sight included the skylines of Brooklyn and Manhattan, bridges, and the setting sun reflecting off the water far below me.

(19) All too soon a park ranger told to begin the descent, it was time, but I won't soon forget my experience inside the crown of the Statue of Liberty.

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Now answer Numbers 1 through 7 on your Answer Sheet. Base your answers on the changes Maria should make.

- 1 What is the best way to combine sentences 6 and 7?
  - A. Here I got to see and photograph the statue's original torch.
  - B. The statue's original torch I got to see and photograph it here.
  - C. Here I got to see, the statue's original torch, and here I got to photograph it.
  - D. The statue's original, torch was here for me to see and for me to photograph.
  
- 2 What change should be made in sentence 9?
  - F. change *taller* to *tallest*
  - G. delete the comma after *person*
  - H. change *person* to *people*
  - I. change the question mark to an exclamation point
  
- 3 What revision is needed in sentences 10 and 11?
  - A. We had to climb 354 steps, and not taking an elevator to reach the top.
  - B. Instead of taking an elevator to reach the top, we had to climb 354 steps.
  - C. Instead of taking the elevator to reach the top we climbed 354 steps instead.
  - D. Instead of taking an elevator to reach the top, and we had to climb 354 steps.

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- 4 What change should be made in sentence 13?
- F. change *steps* to *step*
  - G. change *hung* to *hanged*
  - H. delete the comma after *back*
  - I. change *procaution* to *precaution*
- 5 What change should be made in sentence 14?
- A. change *It* to *It's*
  - B. change *was* to *were*
  - C. change *very much tiring* to *strenuous*
  - D. change *climb* to *climbed*
- 6 What is the best way to revise sentence 19?
- F. All too soon we told a park ranger that we wanted to begin the descent, so I won't soon forget my experience inside the crown of the Statue of Liberty.
  - G. All too soon a park ranger told us that it was time to begin the descent, but I won't soon forget my experience inside the crown of the Statue of Liberty.
  - H. I won't soon forget my experience inside the crown of the Statue of Liberty, and all too soon us told a park ranger that it was time to begin the descent.
  - I. Because it was time to begin the descent, an all too soon park ranger told us, I won't soon forget my experience inside the crown of the Statue of Liberty.
- 7 Which sentence does NOT belong in this passage?
- A. sentence 1
  - B. sentence 4
  - C. sentence 12
  - D. sentence 17

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Read the introduction and the passage “Try New Things” before answering Numbers 8 through 13.

*Avery wrote a passage about a difficult decision she made recently. Read her passage and think about the changes she should make.*

## Try New Things

(1) In the past, whenever someone would ask me what I liked to do, I would always say, “I’m a gymnast.” (2) My gymnastics career only began when I was two years old, eleven years ago. (3) Growing up I spent countless hours at the gym, practicing my skills. (4) Many of my friends tried to convince me that I should try other things, such as softball or tennis. (5) No one could appreciate my passion for the sport. (6) They couldn’t comprehend the thrill of pulling off a complicated move after practicing it for months.

(7) Then shortly after my twelfth birthday something changed. (8) Suddenly I didn’t spend my day looking forward to working on the balance beam, but competitions no longer excited me. (9) Instead some of my teammates and me dreaded them. (10) What was happening? (11) I wrestled with my reluctance and persevered for a couple of months, but I just grew more and more unhappy.

(12) To relieve my frustration, I started going to the track to run with my mother. (13) One day we were finishing our run when a woman approached us. (14) She introduced herself as the middle school track coach and invited me to come to practice the next day.

(15) That evening, I called my gymnastics coach, and she encouraged me to meet with the track team. (16) At track practice I were able to try



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new things. (17) I discovered that I was a fast runner, and my long jump was superb! (18) I ended up quitting the gymnastics team, but not the sport. (19) I still practice once a week, but I'm trying new things. (20) People still ask me, "What's your favorite thing to do?" (21) These days I smile and say, "I like to try new things."

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Now answer Numbers 8 through 13 on your Answer Sheet. Base your answers on the changes Avery should make.

- 8 What is the best way to revise sentence 2?
- F. My gymnastics career began eleven years ago, when I was only two years old.
  - G. When I was two years old, eleven years ago, my only gymnastics career began.
  - H. My gymnastics career when I was two years old began, only eleven years ago.
  - I. When I was only two years old, my gymnastics career began eleven years ago.
- 9 What change should be made in sentence 7?
- A. change *after* to *over*
  - B. change *my* to *mine*
  - C. insert a comma after *birthday*
  - D. change *something* to *Something*
- 10 What change should be made in sentence 8?
- F. change *spend* to *spent*
  - G. delete the comma after *beam*
  - H. change *but* to *and*
  - I. change *me* to *I*

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- 11 What change should be made in sentence 9?
- A. change *Instead* to *Because*
  - B. change *dreaded* to *dreded*
  - C. change *me* to *I*
  - D. change *them* to *it*
- 12 What change should be made in sentence 11?
- F. change *wresled* to *wrestled*
  - G. change *reluctance* to *reluctence*
  - H. delete the comma after *months*
  - I. change *but* to *so*
- 13 What change should be made in sentence 16?
- A. change *At* to *Under*
  - B. change *practice* to *practicing*
  - C. change *were* to *was*
  - D. change *try* to *tried*

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Read the introduction and the article “First Flight” before answering Numbers 14 through 19.

*Anna wrote an article about a book she read. Read her article and think about the changes she should make.*

## First Flight

(1) I have always enjoying reading historical fiction. (2) I just finished reading *Seeing the First Flight* by Milton Nance. (3) It is a fantastick work of historical fiction. (4) In a new book, twelve-year-old Emily watches as Orville Wright makes the first airplane flight.

(5) Emily begins her story on the morning of the first flight. (6) Only a handful of people have gathered on the beach to witness history in the making. (7) Emily sees the Wright brothers flip a coin to determine who will attempt the first flight. (8) Orville, winning the coin toss, climbs onto the airplane. (9) Emily holds her breath as the plane lifts into the air for twelve seconds. (10) She watches it travel 120 feet. (11) The brothers then take turns flying the plane.

(12) Emily’s thoughts are very much interesting. (13) She asks her if the airplane will transform the world. (14) She wonders if the american people will ever use airplanes for travel. (15) Through her thoughts and descriptions, readers catch a glimpse of the world before modern transportation. (16) I felt inspired to imagine the future of travel.

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Now answer Numbers 14 through 19 on your Answer Sheet. Base your answers on the changes Anna should make.

- 14 What change should be made in sentence 1?
- F. change *have* to *had*
  - G. change *enjoying* to *enjoyed*
  - H. insert a comma after *reading*
  - I. change *historical* to *Historical*
- 15 What change should be made in sentence 3?
- A. change *is* to *be*
  - B. change *fantastick* to *fantastic*
  - C. change *of* to *or*
  - D. change the period to a question mark
- 16 What change should be made in sentence 4?
- F. change *a* to *this*
  - G. change *twelve-year-old* to *Twelve-year-old*
  - H. change *watches* to *had watched*
  - I. change *makes* to *making*
- 17 What change should be made in sentence 12?
- A. change *Emily's* to *Emilys*
  - B. change *are* to *is*
  - C. change *very much interesting* to *fascinating*
  - D. change the period to an exclamation point

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18 What change should be made in sentence 13?

- F. change *She* to Her
- G. change *her* to herself
- H. change *transform* to transform
- I. change *world* to World

19 What change should be made in sentence 14?

- A. change *wonders* to wondering
- B. change *american* to American
- C. change *will ever use* to had ever used
- D. change the period to an exclamation point

## Punctuating Dialogue

### Slide 1

## What you will learn...

This dialog explains how to punctuate someone's speech using quotation marks and commas.



## Punctuating Dialogue

### Slide 2

## Key Words

### **punctuation marks**

*symbols that are used in writing to indicate pauses or make the meaning of a sentence clear*

### **end punctuation**

*punctuation marks that go at the end of a sentence  
periods, question marks, and exclamation points.*

### **quotation marks**

*" "*

*punctuation marks that enclose speech, some titles, and special words*

### **comma**

*,*

*punctuation mark that shows a pause in reading or a separation between two parts of a sentence*

### **attribution**

*phrases that tell you who spoke and how they did it  
ex: he said, replied Mary, asked Simon, I exclaimed*

### Slide 3

## **Who said that?**

All punctuation marks are used to help people make sense of what they are reading. Quotation marks help us to know someone's exact words. Without them, a story looks pretty strange, and might even be confusing.

"Answering Questions"  
(a folktale from China)

A long time ago in China, a man named Zi Lu asked the great thinker Confucius a question. When I hear something that sounds like a good idea, should I try it right away?

No Confucius answered. It is better to ask someone with more experience first.

Later on, a man named Ran Yu asked the same question.

To him, Confucius said yes, you should try out the idea right away.

Another man had heard both questions. He was confused. He asked Confucius why the same question had two different answers.

Ran Yu has a hard time making decisions Confucius said. I reminded him that it is okay to act. Zi Lu often decides things too quickly. I reminded him that it is good to be careful. Because they are different men, they needed different answers.

### Slide 4

## **That makes more sense**

While you might be able to figure out who said what, it takes a little work. To make understanding a story easy, writers use quotation marks around spoken words.

"Answering Questions"  
(a folktale from China)

A long time ago in China, a man named Zi Lu asked the great thinker Confucius a question. "When I hear something that sounds like a good idea, should I try it right away?"

"No," Confucius answered. "It is better to ask someone with more experience first."

Later on, a man named Ran Yu asked the same question.

To him, Confucius said, "Yes, you should try out the idea right away."

Another man had heard both questions. He was confused. He asked Confucius why the same question had two different answers.

"Ran Yu has a hard time making decisions," Confucius said. "I reminded him that it is okay to act. Zi Lu often decides things too quickly. I reminded him that it is good to be careful. Because they are different men, they needed different answers."



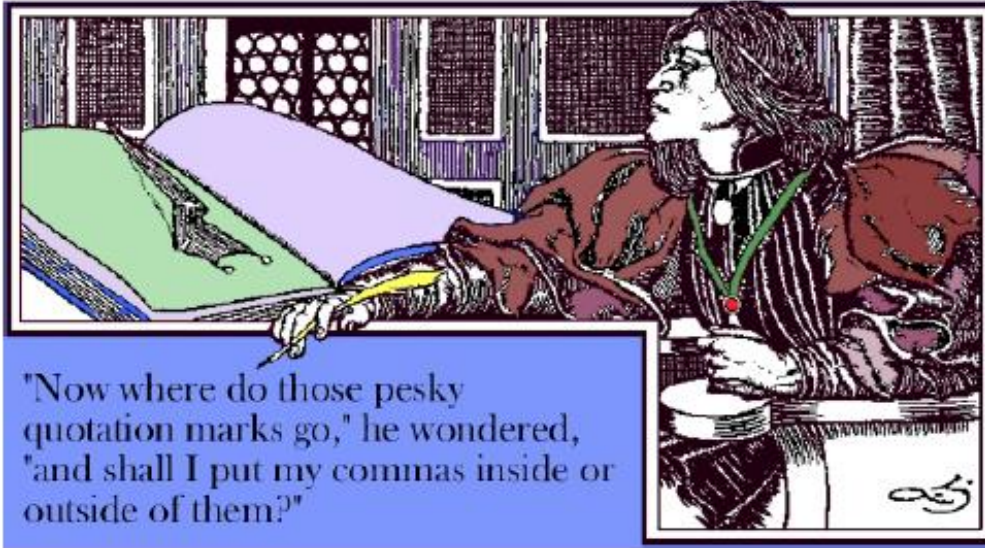
Slide 5

## Using quotation marks

You may not even notice quotation marks in your reading anymore. You just know that it means someone is talking.

Once you start writing your own stories, though, you may realize you're not exactly sure where to put the quotation marks.

Luckily, a few simple rules will have you using quotation marks like a pro.



Slide 6

### Rule 1

**1. Use quotation marks ONLY around the EXACT words that a person says.**

"I am tired," said Mary.  
Mary said, "I am tired."  
"I," said Mary, "am tired."  
Mary said that she was tired.

Slide 7

Which sentence uses quotation marks around someone's exact words?

- A) He asked, "Confucius why the same question had two different answers."
- B) He asked, "Confucius, why does the same question have two different answers?"



## Rule 2

**Put commas and end punctuation marks BEFORE the quotation marks.**

Mary said, "I am tired."  
"I am tired," Mary said.

This is one of the most commonly broken rules of using quotation marks. One way to remember it is to think of the commas and end punctuation as children, who need to stay safely inside the quotation marks. They should not look like they are going to run away or fall out of the sentence. Keep them close to the words.

- C) "Yes, you should try out the idea right away", Confucius said to him.

### Slide 11

Which sentence punctuates the attribution correctly?

- A) "No." Confucius answered. "It is better to ask someone with more experience first."  
B) "No," Confucius answered. "It is better to ask someone with more experience first."

### Slide 10

## Rule 3

**3. Use commas to connect attributions with speech.**

Attributions are not complete sentences. Whether they come at the end or beginning of a quotation, they should be set off with commas.

Mary said, "I am tired."  
"I am tired," Mary said.

When your character says more than one sentence, or the sentence is very long, you may want to put the attribution within the speech. To make sure you use the correct punctuation, write the sentence or sentences without the attribution first:

I need to go home because I am tired!  
I need to go home. I am tired!

Then, if you add an attribution in the middle of a sentence, use commas on both sides:

"I need to go home," Mary said, "because I am tired."

If you add your attribution after a complete sentence, connect that sentence to the attribution with a comma and put a period after the attribution.

"I need to go home," Mary said. "I am tired!"

## What you learned...

"Hey, Louis," called Rose. "What were those rules about quotation marks?"

"Well," said Louis. "You only use them around someone's exact words."

"Okay."

"You have to keep the commas and periods inside, too," Louis continued.

"Oh, right," said Rose. "You don't want them falling out of the sentence."

"Right! The last one is about attributions."

"Oh yeah," said Rose. "You connect them with commas, I think."

"That's it!"

## Punctuating Dialogue Test

1) Which sentence is written correctly?

- A) "Chloe," I called, "are you ready for lunch?"
  - B) "Not yet, Ethan." She called back.
  - C) "Your grilled cheese is going to get cold" I warned.
  - D) "I'm coming right now"! she yelled back.
- 

2) Which sentence is written correctly?

- A) "Ethan, this is the best grilled cheese I've ever had" Chloe said.
  - B) I told her my mom had taught me how to make them.
  - C) "She must be an excellent cook" Chloe said.
  - D) I told her "my mom was the best cook in the whole entire world."
- 

3) Which sentence is written correctly?

- A) What else has she taught you to make"? she asked.
  - B) "I can make tuna salad." I told her. "And scrambled eggs."
  - C) "She is teaching me to make something for each meal," I added.
  - D) "Then, when I turn 12" She said she will teach me to bake.
-

4) Which sentence is written correctly?

- A) "My mom's idea of cooking is ordering a pizza" Chloe joked.
  - B) "Now that," I said. "I would not mind once in awhile".
  - C) Believe it or not, she said, it is possible to get sick of pizza!
  - D) I shook my head. "No way," I argued, "would that happen to me!"
- 

5) Which sentence is written correctly?

- A) "Do you want me to help you clean up" asked Chloe?
  - B) "Of course I do!" I told her. "You grab the dishes."
  - C) "I told her to load our plates into the dishwasher."
  - D) "Now," she said. "Let's get back to that game".
-